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ABSTRACT

This guide was prepared to assist administrators and directors of training in planning and operating programs to train or upgrade personnel in general household service occupations and special areas. Topics cover: (1) Purpose of the Training Program, (2) Planning the Program, which includes establishing the need, program objectives, and advisory committee, (3) Developing the Program, which discusses organizational patterns, program staffing, training facilities, and work experience, (4) Course Content and Suggested Course Outline, and (5) Operation of the Program, which discusses publicizing the program, arranging supportive service for trainees, providing preservice and inservice education for program staff, completion certificates, and evaluation, placement, and followup. A bibliography, a listing of visual aids, and sources of information, materials, and visual aids are included. Several materials for use in developing and conducting a training program are appended. (SB)

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A Suggested Program Development Guide for Administrators

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HOUSEHOLD EMPLOYMENT TRAINING

A Suggested Program Development Guide for Administrators

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

With the advent of technological advancements in new and more complex household equipment and the changing conditions and increased standard of living, the nature of the services needed in today's household has become more complex and demanding. Due to the existing shortage of skilled household service workers which continues to increase as new opportunities develop for women to become employed outside of their home, households require an increasing number of trained workers to meet the needs of the families and their homes.

The lack of adequate numbers of trained household service workers who have the necessary skills to effectively meet the job requirements and the lack of uniform job standards in these occupations relate directly to the lack of status, opportunities for advancement, and job security for these workers. Effective training programs can assist in overcoming these problems.

It is necessary to establish many more training programs for persons in these occupations to upgrade themselves and for the unemployed to fill the existing and future needs in household service occupations. It is essential that administrators and directors of training establish programs incorporating new concepts of recruiting and methods of training workers for household service and related occupations.

This guide was prepared to assist administrators and directors of training in planning and operating programs to train personnel in general household service occupations and special areas. It is hoped the guide will assist the administrators to upgrade and change the future of these occupations through high-quality training programs.

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June 1971

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INTRODUCTION

The household has always been an important institution in our society. Caring for the household requires ingenuity, skill, and dedication. Its needs are diverse and demanding.

In earlier years, the work was shared by family members. Rarely did one member bear full responsibility for caring for the house and family. Often there was a grandmother, an older sister, or a maiden aunt who lived with the family and helped with the work. In many cases a person was employed to "live-in" and take care of the household, for at that time this type of work was one of the few occupations open to women. The mothers, maiden aunts, and employed workers were all prepared for their jobs by the built-in training in their own homes. Skills were handed down from mother to daughter, a legacy as valuable as a large dowry.

Many factors combined to change the nature of the services needed in today's households. With technological development, the work in the home changed. New kitchen and laundry equipment, other mechanical helpers, and packaged materials eliminated the need for many people to perform the large variety of tasks necessary to keep the earlier household running smoothly. Inevitably, these advances resulted in a loss of some of the built-in training for daughters. Moreover, with technological advancement, increased population, and the trend toward urban living, opportunities in occupations outside the home increased for women. As the role of women in the economy expanded and new opportunities opened outside the home, a greater demand arose for the skills needed to operate the household.

New patterns of living, developments in transportation, and changing attitudes concerning working conditions contributed to a reduction in the number of persons needing or willing to accept "live-in" household jobs. The different needs of the household brought about by technology required more highly trained workers and skilled services. Many employers continued to seek the kind of household help that was satisfactory in the earlier period, only to be disappointed with the results. Even if the employee had received the built-in training of earlier days, this was not adequate for today's needs. Indeed, if the employee was young, in many instances she had received very little training at home. The employer discovered that the unskilled, untrained worker could no longer cope with her changed household. These factors, the need for skills and the decrease in the number of available "live-in" workers, combined to bring the household service situation to a critical point.

Concern about the household employment situation has manifested itself continuously and in many ways. Literature related to this occupation has a common theme—employers longing for more qualified employees and employees unhappy with their status as reflected in low wages, long work hours, and lack of consideration and benefits accorded other workers.

Early in the 1960's the report of the President's Commission on the Status of Women highlighted the fact that provision for improved working conditions and benefits progressively granted other workers did not include household employees. The fact that working conditions remained in this depressed state accounted, to a large extent, for the acute shortage of workers.

In 1964, an Award for Eminent Achievement to Esther Peterson, Assistant Secretary of Labor, from the American Women's Association was accompanied by a grant of money for use in a project geared to upgrading private household employment. Sensitive to the needs and opportunities in this occupational field, the Women's Bureau of the U.S. Department of Labor, under the direction of Mrs. Mary Dublin Keyserling, sponsored consultations in which representatives of government agencies and voluntary organizations participated, with the objective of pointing directions for renewed efforts to improve conditions.

One immediate result was the formation of the National Committee on Household Employment (NCHE). Incorporated in 1965, the committee includes representatives from a variety of national voluntary organizations as well as individuals prominent in other fields. In accordance with its goal to improve the economic and social status of employees, as well as the quality of employment in household and related service occupations, the NCHE has sponsored and supervised selected demonstration projects funded by the U.S. Department of Health, Education, and Welfare and the Department of Labor. These projects include innovative, experimental approaches to recruiting, training, and placing employees. Seminars with employers have given insight into techniques of super-

vision and have helped them discover that workers can be attracted to jobs when pay and other benefits are commensurate with skills acquired in training programs. Increased recognition of the high degree of skill required for household services and the opportunities for advancement, not only within private households but also in related service areas, such as day care centers for children, nursing homes, and schools, has enhanced the status of this occupation. It also has motivated the committee to consider the kinds of legislation needed to benefit both employer and employee.

To provide the basis for a working agreement between employer and employee, the NCHE has developed a recommended code of standards for private household employment. It is the first step in the development of a mutually satisfactory arrangement concerning the rights, duties, and responsibilities of both parties and it should contribute significantly toward improving the human and working relationships between them.

Household Employment—An Overview of the Occupation

Employers are beginning to recognize the special abilities needed by employees in modern households and to acknowledge the value of the work involved. This appreciation of the skill of the trained household worker and of the importance of the role of persons in supportive services gives increased status to work in the home.

As the number of organizations or businesses which contract for the services of household employees increases, opportunities for employment with vacations, sick leave, and other fringe benefits will follow. Wages, too, are on the upswing for trained workers. Some graduates of current training programs are already receiving higher rates of pay as home assistants.

Employment Outlook

Opportunities for those trained to care for modern households are believed to be excellent during the coming decade. As the growing economy increases the number of jobs, as more women employed outside the home require household assistance, and as new ways are found to meet the service needs of households, employment opportunities will rise. Retirements and deaths alone will result in about 150,000 openings annually. Additional vacancies will occur as workers transfer to related occupations. (A listing of these occupations is included in appendix A.) Well-trained, competent household employees, both to "live-out" and to "live-in," are expected to be in great demand.

Nature of Work

Household employment is one of the largest areas of work for women, who accounted for nearly all of the approximately 2.3 million household workers in early 1967. Although all employees in this field are engaged in providing assistance in the home, they are given different job titles and assignments. The majority work as home assistants of various kinds. The home assistant, who may be employed by the day, hour, or week, performs a variety of duties such as cleaning household furnishings, floors, and lavatories; making and changing beds; caring for children; washing dishes; buying, cooking, and serving food; and washing and ironing clothes.

When employees are hired to care for children, they may be required to give baths, supervise play activities and outings, wash and iron clothes, and prepare meals. In cases of infant care, additional duties may include sterilizing bottles and other equipment, preparing meals, and feeding the child at scheduled periods during the day and night. Babysitters may perform some or all of the duties described but on a daily or an hourly basis.

With experience and more training, an employee may become a household management specialist. This worker usually has more responsibility and requires less supervision than the home assistant. The household management specialist may supervise a home where there are other household employees. She directs their activities, orders food and cleaning supplies, keeps an expenditure record, and may even hire and discharge employees. In other instances, the household management specialist may be the only employee in a home where the housewife is absent or is unable to do her own work. In such a case the specialist assumes duties similar to those of the home assistant in addition to the management of the home.

Other jobs in household employment available to persons with experience and advanced training include those of the meal preparation specialist and laundry specialist, who usually take care of only one aspect of household work, as suggested by their titles. Duties of the latter are generally limited to washing and ironing household articles. The former plans menus, prepares meals, and serves or supervises the service

of meals. She prepares vegetables, meats, and other foods for cooking or supervises her assistant in performing these tasks and other work requiring less skill. In addition, she may perform special cooking duties such as preserving food and making fancy pastries.

Another type of work is employment as a companion to live with a convalescent or someone who is elderly or alone, acting as an aide and friend. This is generally an individual who has the same social background as the employer. A companion attends to the employer's personal needs and keeps him occupied by such diversions as reading, conversation, and games.

Although workers in this field are predominately women, some jobs are typically for men. The maintenance assistant, sometimes called the handyman or odd-job man, performs a variety of duties to keep a home clean and in good condition, such as washing windows, waxing and polishing floors, tending the furnace, repairing screens, painting fences, and caring for the yard. The butler may supervise household workers, assigning and coordinating their work; receive and announce guests; answer the telephone; and take care of serving food and drinks. He may also act as a valet and perform other services. In households not large enough to require the services of both a butler and chauffeur, or butler and maintenance assistant, the duties of both occupations may be carried out by one person, who is referred to as a butler-chauffeur or butler-maintenance assistant.

(This manual refers specifically to training household assistants for the general category of household work but not to specific breakdowns of specialists within the field, such as home health aides, or child care assistants as these have their own programs.)

Wages of household employees vary according to such factors as the size of the employer's income, kind of work performed, and local standards of pay. Wages tend to be higher in large cities, especially in the northern part of the country. Workers who "live-in" generally are paid the same wage rates as those who "live-out" and, in addition, are provided free room and board. This arrangement appeals to widows and other people who may desire to live with families. Workers who "live-out" usually receive transportation fare in addition to wages.

Most household employees are hired for part-time work. This is more satisfactory than full-time to both employers and employees provided it is based on a definite arrangement. Part-time employment appeals to the employer because, with automation and changing work conditions, many of them do not have enough work to require a full-time employee. Employees with children often prefer to work part time while their children are in school.

Employees often acquire "customers" for whom they do cleaning on a part-time basis at specific intervals (once or twice a week, or at longer intervals for part or all of a day). Duties are designated by each employer, sometimes on a day-to-day basis. Frequently there is no supervision, as, for example, when the employer works away from home during the day and the employee has her own key to let herself into the home or apartment.

Full-time employees generally work 35 hours a week; those who "live-in" usually work longer. In addition to long hours, the work is laborious. While modern washing and cleaning equipment and materials help considerably, housework still involves hard labor at times, especially for part-time employees, who are usually given the heavier tasks in the home. However, with a growing trend to hiring cleaning firms for heavier work, the employee may be relieved of this type of labor.

Household workers, in most cases, spend their working time in their employer's residence. Exceptions are the laundry specialists, who may carry on their duties either in their own homes or in those of their employers.

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PURPOSE OF THE TRAINING PROGRAM

In many communities today, especially in urban areas, a great shortage exists of persons skilled in household services. This area of work has become an essential occupation as more women leave their homes to become wage earners.

To ease this shortage well-planned and well-conducted training programs are necessary. These will prepare unskilled persons for employment in these occupations, as well as improve the skills of those already employed and/or seeking advancement in the field.

The type and scope of training programs for gainful employment are shaped by the occupational opportunities available and by the needs and abilities of the persons to be trained. Programs vary greatly in different communities. Adult education, Manpower Development and Training programs, Extension Service, high school wage-earning courses in vocational education, and community programs are among the most common. The success of these programs demonstrates that thousands of women can train to qualify for occupations that will enable them to support themselves and their families or to supplement family incomes.

PLANNING THE PROGRAM

Since opportunities for job preparation are essential to productive living in every community, training programs in household employment are a necessity and should be of concern to all citizens. Thus the development of any strong, contemporary training program presents a unique challenge to the administrator.

The success of such a program depends primarily on the knowledge and resourcefulness of the administrator. Although representatives of community groups may contribute ideas, the administrator is responsible for taking the lead in making decisions, planning the program, encouraging and enlisting community participation, recruiting and placing trainees, and providing training and facilities.

To assure success, the administrator needs the expertise of an advisory committee made up of community representatives, who will help implement the program. In addition to monetary resources in the community, the program needs the cooperation of people with different interests and backgrounds to serve in an advisory capacity. The enthusiasm and continued interest of these people will help promote forceful action and will open opportunities for the use of new ideas in planning and setting up activities.

With the help of community resources, long-range planning can be carried on which will contribute to the success of the total program. Plans must be made for instructional equipment, adequate space, and facilities that are conducive to learning, as well as environmental conditions which will facilitate the exchange of ideas and the development of skills to prepare the trainee for the world of work. Provision for guidance opportunities and enrichment activities should also be considered early in the program.

It is necessary that the administrator, members of his staff, and the advisory committee develop good will and mutual understanding not only among themselves but with representatives of private, public, and social institutions, agencies, businesses, and other organizations in order to assure their assistance and the use of their resources to aid in program development. The help of such groups should be enlisted before the program is launched. Involvement of the total community in the initial planning will be very beneficial to the program, especially in terms of a clear presentation of aims. Those involved in soliciting the support of these groups should have a definite understanding of the objectives and philosophy of the program.

To plan for a practical, flexible training program adapted to the needs of the trainees, those involved should also understand the scope of the training program and the needs of both trainee and employer. Persons concerned with planning should know something about the home and family life of people in the community, their ethnic backgrounds and interests, and their civic and social associations and religious affiliations. At this stage, the training director should be included in the planning. This individual should be in a better position not only to supply reliable information but to anticipate needs in terms of adequate space and facilities for training. The allocation of space for specific training areas and the budgeting of funds for equipment, teaching materials, and supplies are matters of concern for the training coordinator and administrator.

To provide a foundation upon which the committee can plan a sound program, the administrator should establish preliminary goals and objectives before the advisory committee is formed. These goals and objectives should include contributions that the prospective program will make to neighborhood and community betterment as well as the development of skills, knowledge, and personal growth for the trainee. With the help of the advisory committee, a basic philosophy for the program can then emerge.

Establishing the Need

A basic approach to program planning is the analysis of the community in terms of employment needs of prospective trainees and needs of employers as well. Before planning a program, the administrator should determine whether a training program in household employment is indicated. In order to reach a decision the administrator should secure the following information through surveys:

- Need for trained persons in household employment in the community
- Opportunities for placement for work experience in homes in the community
- Changing patterns in the community which might affect household employment
- Vocational interests of prospective trainees which could be met by the training program
- Available physical facilities for the training program

In addition to defining the need, it might be helpful to determine the number of persons available for household work in the community. This information may be obtained from the State Employment Service, private employment agencies, and through surveys, questionnaires, letters, postcards, or personal interviews (see appendix B for sample forms that may be used in determining the need for the program). Another important question is whether other training programs for household service workers are in existence in the community. If other programs exist, information concerning the nature and length of training, number of trainees, and other pertinent data should be secured.

Program Objectives

The general goal of programs for training household employees is not only to develop and upgrade skills of employees but also to raise the standards and the status of this occupation so that working conditions may be improved, remunerations increased to the level of a living wage, and the occupation respected as others are. Specific aims are to train persons to work in homes where they will assist the homemaker by performing various household duties.

The following list of suggested objectives which apply to all types of programs for the training of household employees should be considered by the administrator:

- To help the trainee develop an understanding of the opportunities, responsibilities, and limitations of employment
- To orient trainees as to the nature and scope of job opportunities in household employment
- To help the trainee acquire understanding and acceptance of his personal strengths and limitations
- To aid in developing a philosophy of household employment and an understanding of the competencies needed to perform the job and resulting implications for providing satisfactory service
- To provide a background of basic education
- To develop skills in basic housecleaning and home laundry; in the use, care, and operation of household equipment; and in the practice of safety precautions in the home
- To increase knowledge and skills in menu planning, food preparation, meal serving, and marketing for the family
- To develop realization of basic human needs and differences in members of families as they may affect individual behavior, particularly the behavior of children of various ages
- To develop understandings and skills that are important in the care of children and the elderly in the home
- To provide knowledge and skills necessary for handling emergencies and for dealing with people outside the immediate family
- To provide the opportunity for the trainee to supplement training with practical work experience, which will be needed in an actual work situation

Since these objectives are general, specific objectives may be developed for individual programs.

Advisory Committee

The organization of an advisory committee during the initial planning of the training program is essential. This committee is usually composed of people who represent a cross section of the community and those actively involved in the program. Serving in an advisory capacity, the group provides the necessary communication with the community. Members should be experts in their fields and able to assist in planning a valuable program based on the actual needs of the community. Appointed by the administrator of the program, the group should number at least five and not more than nine persons.

The advisory committee may be composed of people representing the following areas: business and industry

(the utility company, employment agencies, home economists, and women in business and industry); education (local board of education, universities, junior colleges, high schools, and the Manpower and Development Training programs); news media (newspapers, radio, and television); the community (child care centers, and community action programs); organizations (women's organizations; professional, labor, civic, and health groups; fraternal, political, charity, and religious organizations); and Federal, State, and local agencies (Agriculture Extension Agent, Family and Community Service, State Employment Service, and Public Health and Labor Departments). Prospective trainees and employers should also be included on the committee.

The following factors should be considered in selecting a representative committee:

- Members should be concerned about the problem under consideration.
- Some members should have had successful first-hand experience in household employment or with the people involved in training.
- Employers and household workers should be represented.
- Membership should include people from various cultural, social, economic, and ethnic groups.
- As prospective trainees frequently participate in church activities, representatives of religious groups may be valuable as committee members.
- Members of the committee must represent organized groups in the community.
- Representatives from the field of education should be included.
- Selection should not be restricted to those in agreement with the program, as this often results in rubber-stamping proposals. (People who are critical can help give insight into program deficiencies.)
- Members should be able to devote adequate time to the program. (Its success may depend upon the amount of time the committee members can give.)

Some functions of the advisory committee may be:

- To assist in determining general policies pertaining to the operation of the training program
- To aid in defining objectives and in planning details of the instructional program
- To help in setting up policies regarding work experience and related instruction for trainees
- To provide advisory service for specific areas of training in solving particular problems.

These functions may include making recommendations and giving advice on the following matters: community surveys, course planning, layout of facilities, selection of trainees, recruitment of teachers, assistance to teachers, placement of students, evaluation of the program, financial support, legislation, and public relations.

DEVELOPING THE PROGRAM

To develop an effective program, many resources in the community are needed, especially the cooperation of people with a variety of backgrounds and interests. Where enthusiasm and interest of all segments of the community are aroused and sustained, the result will not only aid in attaining a successful program but also will open opportunities for new approaches to training.

Staff, instructional equipment, space, and facilities that encourage learning and also reflect the goals of upgrading the occupation should be provided. Favorable environmental conditions are important. In addition, the program should emphasize opportunities for guidance and for enrichment experiences.

Arrangements should be made for visits to observe the layout and operation of other training centers. At these times facilities and operational procedures may be discussed with the administrator, training director, instructors, and architect, if available. While information from these experiences will serve as a valuable background, planners must realize that imitation of a setup is not always indicated. Interests, characteristics, and needs of trainees, employers, and the community to be served may differ and must be given priority in making decisions concerning program development. Estimates of initial and operating costs should be compiled for each separate program, based on the size and composition of the staff, the number of trainees, the required space, equipment, facilities and other expenses.

Organizational Patterns

The necessity, as well as the obvious value, of an occupational program for training and retraining the unemployed is perhaps greater today than ever before because of rapid socioeconomic and technological change. Recognizing this, some schools are providing classes for such training in their curriculums. In many communities, programs of this type are being organized by public and private agencies. The program described in this guide may be established under two organizational patterns, namely in a school or an agency, public or private. In either case the administrator takes the lead in the planning and development of the program.

In a school situation, classes may be offered in a regular wage-earning program in home economics, in vocational education, in joint programs with other fields of vocational education, and in adult education. These may be conducted in area vocational or vocational-technical schools, and in courses offered under the Manpower Development and Training Act or Redevelopment Area Resident Act, as well as by public and private agencies such as the Welfare Department, community groups, or private enterprises, which may also sponsor programs.

The overall plan of program operation largely depends upon the organizational structure of the institution or agency in which the course is offered. In planning the program, its functions and means of fulfilling these functions should be considered in the light of the organizational structure and other characteristics of the particular agency. Another necessary consideration is the relationship of this training course to the total school or agency program.

Staffing the Program

One of the many important factors in planning and organizing a training program is the recruitment and selection of staff members. The leadership abilities of staff members, as well as their understanding of the scope of the training program and the characteristics of trainees, determine the quality and effectiveness of the training. Because they play such an important role, staff members must have salaries in line with local wage scales for comparable positions. Selection of staff members should be based on:

- Physical and mental stamina, emotional stability, and general good health

- Competence and success in their fields
- Ability to communicate with and relate to the trainees
- Special training, knowledge, or experience in working with the disadvantaged
- Ability to work cooperatively with others
- Ability to work skillfully with trainees, helping each to build up his self-image
- Awareness of past and present conditions in household employment and legislation which affects the occupation
- Familiarity with social and economic conditions and services available for assistance in the community
- Evidence of a positive attitude toward the program

Prospective teachers may be found through a number of sources. Among them are the following professional organizations:

- American Home Economics Association
- American Vocational Association
- National Education Association
- Teacher education associations
- National Association of Retired Teachers

Other sources include:

- Civil Service register
- College and university placement agencies
- Public and private employment services
- Advisory committees
- State department of education
- Local newspaper advertisements
- Home economists in business

Staff Positions and Qualifications

In addition to those previously listed, the following qualifications are required for specific staff positions:

Training Director (Full-time)

In large programs employing several instructors, the director of training is responsible for supervising instructors. Occasionally she may teach classes, although the instructor generally is responsible for classroom work and for coordinating work experience. In a program of less size, the director of training may also serve as instructor.

Education: At least a bachelor's degree in home economics. Where possible, this should be in home economics education.

Experience: Teaching and/or supervisory background in Home Economics and work experience, preferably related to household employment skills.

Other desirable qualifications: Ability to meet and deal with business, industrial, and labor groups, as well as other community organizations; a background of knowledge in administration, economics, and program management; active involvement in many facets of community affairs; proven skill as a classroom teacher; ingenuity and resourcefulness; keen insight into the world of work.

Counselor (Full-time)

Education: In accordance with State certification requirements for guidance and counseling.

Experience: Counseling and supervisory experience, preferably in vocational guidance, with some experience in interviewing, testing, and interpreting occupational information.

Other desirable qualifications: Desire to be of service to others; ability to keep confidential information; ability to meet and deal with prospective employers and other individuals and groups in the community; active involvement in many facets of community affairs; knowledge of the job market and its requirements; resourcefulness; and awareness of available services in the community.

Instructor (Part-time or full-time)

Education: In accordance with State certification requirements.

Experience: Successful experience in working with youth and adults, practical experience as a homemaker or household employee, or work in a related field.

Other desirable qualifications: Competence in subject matter and work skills in the area of household management; ability to reinforce the teaching of the slow-learner and to relate and respond to all trainees; and ability to seek and find additional techniques to aid in communicating with the trainees.

Aides (Part-time or full-time)

Education: High school diploma or equivalency and/or graduation from a training program in household employment.

Experience: Successful experience in household employment and practical experience as a homemaker.

Other desirable qualifications: Ability to work under the supervision of instructor, and to demonstrate and supervise work experience.

Clerical Staff (Full or part-time as needed)

Ability to perform clerical duties as required.

Responsibilities of Staff Members

Staff members must work together as a team making contributions to the improvement and success of the program. In addition, each has the following individual responsibilities:

Administrator

- Carries on initial planning
- Selects and appoints members of the advisory committee
- Plans and develops the program
  - Works with the architect in planning and laying out facilities
  - Works with the advisory committee in setting up program
  - Develops close relationships with workers, employers, and other interested individuals and groups in the community
- Assumes responsibility for program promotion and public relations
- Recruits and appoints staff members
- Assumes responsibility for financial matters
- Arranges for repairs and delivery of materials
- Supervises instructional and clerical personnel
- Assumes responsibility for records and files
- Assumes responsibility for program operation
- Conducts regular staff meetings
- Arranges preservice and inservice training for instructional staff
- Develops cooperative projects with other agencies
- Evaluates program
  - Reviews and analyzes reports
  - Holds conferences with trainees and prospective employers
  - Reviews program in terms of objectives

Training Director

- Participates in planning under the direction of the administrator
  - Assists in planning layout and facilities
  - Assists in setting up program
  - Formulates purposes and objectives of training
- Plans and arranges for work experience of trainees
- Plans course content with instructors
- Coordinates work of instructional staff
- Cooperates with local employment offices in recruiting trainees and in job placement
- Supervises evaluation of trainees, work experience, and classroom instruction
- Keeps day-to-day inventory on supplies and materials
- Formulates criteria for policies regarding uniforms, certificates, and evaluation of programs with the administrator
- Conducts informal inservice programs related to improving special skills
- On occasion may participate in class instruction
- Supplies preliminary and followup information on budgets and reports
- Revises the training program on the basis of followup and evaluation

Counselor

- Provides counseling as necessary for individuals and groups
- Instructs trainees on attitudes toward occupation, and advises employers during period of work experience and entire program
- Assumes responsibility for followup on dropouts
- Maintains contact with employment services and other employment groups for advancing trainees
- Assists responsible agency in selection of trainees
- Motivates trainees' continued training
- Makes arrangements for the use of supportive services such as legal aid, health services, family counseling, and day care
- Provides up-to-date occupational information for staff members
- Collects and maintains accurate informational file on all trainees

Instructor

- Plans and conducts instruction
- Supervises work experience
- Observes trainees' special needs and refers them to counselor when necessary
- Supervises aides cooperatively with training director
- Provides for individual instruction when necessary

Aide

- Works under supervision of the teacher
- Assists in instruction and demonstration
- Checks out, returns, stores, and maintains equipment and supplies
- Prepares classroom and laboratory for use
- Arranges bulletin boards and exhibits

Clerical Staff

- Works under supervision of assigned supervisor

Training Facilities

One of the most important administrative responsibilities involving technical problems is planning and adapting the training center to the needs of the trainees for instruction and maximum development of skills. This includes (1) estimating the total amount of space needed, (2) allocating space according to areas of training needs, (3) creating an attractive environment, (4) protecting the safety and health of trainees and instructors, and (5) regulating sound, temperature, and light. The administrator and the training director can work together to determine needs in terms of training, but architects and engineers should be responsible for providing solutions to technical problems in their fields.

An effective training program demands adequate modern facilities which reflect a home environment. These should be planned around the components of the program to be offered and the size of the group to be served. When more than one group is in training, each will need a classroom. The room should be large enough to accommodate the group comfortably with adequate provision for ventilation, heat, and light. Since most classrooms will be relatively small and much of the teaching will be through group discussion, tables and chairs, rather than desks, will help create an informal atmosphere and encourage group participation. This furniture may be used also in the table service section. Also provided should be a chalkboard, audio-visual equipment, bulletin boards, and adequate storage facilities for books and pamphlets.

In selecting a training site, several types of physical facilities should be considered: (1) a large house or apartment, (2) a business building, or (3) laboratory space in a school building or similar structure which meets required standards. The type of facilities selected depends on the organization sponsoring the program. In making decisions on any of these types of locations and sites or an alternative, the following factors should be considered:

- Accessibility to public transportation media and the metropolitan community
- Available parking space at the time classes are in session
- Proximity of training facility to the trainees' homes in order to be of service to as large an area as possible (location central to communities in which trainees live)
- Available space to provide a functional training setting within the allocated budget
- Possible modification of facilities if necessary to represent a simulated home (plumbing, electrical wiring, gas lines, etc.)
- Ease in moving materials and supplies in and out of the center (location on the first floor and accessibility to outside)
- Size of classes and number of training cycles
- Requirements of local building codes
- Securing of permission to use facilities for a training course that involves food preparation and laundering, that may require extensive renovation of facilities, and that may increase traffic flow in the building
- Location of work experience stations near the training center

Space, facilities, and equipment for all members of the staff are as important to the success of the program as the training facilities, and should be included in planning the center. The effectiveness of the program may be enhanced by the amount of space and type of equipment and materials provided and used by members of the staff.

Instructors should have office space which includes storage, working, and conference areas, as well as room for planning and preparing materials. If classrooms are to be used continuously, special work rooms should be set up for the instructional staff. Lockers or other storage facilities should be provided for both staff and trainees for personal belongings and uniforms. A general information area, conference room, and lounges for the staff and trainees should be centrally located in the center.

Following are important considerations in planning the space and facilities to be used for training:

- Space and facilities should be flexible, yet provide within the total facility satisfactory arrangement for training in specific areas of instruction.
- Facilities should be designed to save time and energy.
- Mobile equipment and convenient provisions for its storage will permit using the same space for many purposes and thus reduce building costs.
- Movable partitions, screens, folding doors, room dividers, and portable furnishings and equipment can help in adjusting space to meet specific needs.
- An environment which reflects cordiality and hospitality is essential as it tends to draw people to the school, put them at ease, and contribute to enjoyment of learning.

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- Proximity, flexibility, and convenience of teaching and work areas where teachers can plan, work, and produce material together (especially in related areas of instruction) will encourage cooperation among instructors, training director, counselor, and administrator.
- Convenient storage space should be provided for mechanical teaching aids, such as projectors, screens, recorders, and other devices.
- Permanent fixtures and large equipment should be arranged to avoid necessity of relocation.
- Water coolers and public telephones should be conveniently located in the center.

After a preliminary study has been made of the needs for space and facilities, the administrator and the director of training should be prepared to give the architect or building contractor a detailed description of plans for the center. The administrator's composite report should represent the thinking of all persons involved in the planning (advisory committee, director of training, consultants, and other resource people). The architect should be consulted if major changes are necessary. Specifications should be based on reliable information concerning trends in establishing training centers for household employment, as well as an overview of the situation in the particular community. Requirements of facilities can be presented in concisely written compositions, diagrams, or tabular formats. They should be prepared in simple language that can be readily interpreted by the architect or building contractor.

Some guidelines for writing training facility requirements are:

- State the purpose of each area or classroom, giving some idea of required space, including office or storage space
- Identify the kind, size, and quantity of stationary equipment, movable furniture, and items to be stored
- Suggest the number of persons to be accommodated under varying conditions according to programs and activities
- Identify utility needs: heating, cooling, lighting, electrical outlets, hot and cold water, waste disposal, and lavatory facilities
- Suggest proposed arrangements, but allow for consideration of the architect's creative ideas.

Cooperation between the architect or building contractor, the administrator, training director, and the advisory committee members is vital. This can be achieved as each recognizes the role of the other in relation to the job to be done. The administrator can provide leadership in this situation. As the architect determines the needs, his report should be submitted not only to the planners preparing the training specifications, but also to consultants and administrator. The problem may be one of remodeling an old building or merely adapting space in an existing structure. In any case, compromise may be necessary Certain recommendations may have to be discarded because of demands for space in all areas, but in such instances, planners should be consulted so that they can at least help in determining adjustments to be made.

A good architect will be alert to all possible means of meeting requirements with funds available. Moreover, consultants, administrators, and training directors should guard against recommendations that represent fads which may soon be outmoded or obsolete. Diagrams of training facilities are shown in appendix C.

Equipment and Furnishings

It is essential that the center represent variety in choice and range of equipment. It should reflect a standard of living consistent with the homes in the community in which the trainees may be employed. Otherwise, training may not be realistic and will not provide activities, experiences, and use of equipment that the trainees will encounter on the job.

Furthermore, attention should be paid to the quality of equipment. All furnishings and equipment used in a training program may be expected to receive hard wear over a long period of time. Therefore, fragile and poorly constructed items represent a poor investment. Sturdy furnishings need not necessarily be heavy in weight nor high in price. The quality of materials used in construction (finishes, joints, and any moving parts) is an important consideration in terms of initial cost, upkeep, and the amount of wear the item can take. Other aspects to be kept in mind are ease of handling operation, safety, and appearance. (A list of suggested equipment and furnishings is given in appendix D.)

Work Experience

Arrangement for work experience is a primary consideration in planning the program. This work should take place in a home which provides opportunities for trainees to receive a variety of experiences which will supplement the formal training. All trainees must participate in this phase of the program, under the direction and supervision of a qualified resident (usually the homemaker to whose home the trainees are assigned) and staff supervisors (either training director or instructor). (Samples of personal data and trainee application forms are shown in appendix E.) The purposes of this experience are to:

- Help the trainees make the transition from the training center to the world of work
- Give trainees the opportunity to develop skills in the center and apply those learned there to a realistic work situation
- Provide a laboratory for learning to deal with problems in human relations on the job
- Provide feedback to the center on the performance of trainees through observation and reports of supervisors

Several preliminary considerations and procedures should be noted. In selecting places where this part of the program may be carried on, the administrator must consider traveling distance to and from the training center. Moreover, the resident supervisor and training director should reach agreement before final approval of placement of trainees in homes for work experience. (Samples of application and agreement forms for the resident supervisor are shown in appendix F.) Furthermore, the resident supervisor should understand her responsibilities, the purpose of the training program, and the method of evaluating the trainee's performance on the job. She should keep accurate records of the trainee's work assignments, number of hours worked, and an evaluation of job performance. The staff supervisor should furnish forms for these records. (Forms relating to trainee work experience are shown in appendix G.)

The program's schedule should allow time for the staff supervisor to visit each trainee in the work situation at least once each week. The supervisor should keep accurate records regarding work assignments, number of hours worked, and ratings and evaluations of the trainees' performance in the work situation.

Factors to be considered when planning the work experience program include the following:

- Adequate time should be allotted for supervisors to place, counsel, and supervise trainees in the work situations.
- Supervisors should make visits to work experience situations to assure evaluation of the trainees' progress, to maintain good working relations with the resident supervisors, and to discover early any problems that may occur.
- Work experience should be planned to reinforce the training received in the center.
- Resident supervisors should understand the nature of the program, the trainees they are to supervise, and their responsibilities.
- Provision should be made for feedback from resident supervisors on the performance of trainees.
- Homes should provide realistic work experiences and serve as laboratories where trainees learn to deal with problems of human relations on the job.
- Both trainees and resident supervisors should observe program standards for work experience.
- An effective plan for the evaluation of the work experience should be provided.

(Sample forms for evaluating work experience are shown in appendix H, and employment record forms in appendix I.)

COURSE CONTENT

The content of the course will be determined by the types of household employment for which training is needed in the area. It is essential that the course include a series of planned activities which will enable trainees to receive information and develop skills, concepts, and attitudes needed for initial and continued employment. In writing the course outline, the training director should indicate objectives of the program and plans for reaching these objectives. The plans should grow from a realistic analysis of the tasks, duties, and responsibilities involved in the occupation in the particular community. Cooperative planning by the training director and the instructor is of vital importance.

The course should include two kinds of instruction, basic related instruction and training in skills. The former includes those concepts, knowledges, understandings, and attitudes needed by all trainees for occupational employment. Training in skills should prepare the trainee to perform at a satisfactory level those duties involved in general household work. Activities and experiences provided should give each trainee the opportunity to develop to his greatest potential.

Methods used for instruction in the training program should be appropriate to the kinds of subject matter being presented. In addition, they should be adapted to the needs, level of understanding, and interests of the trainees and they should also stimulate the learning process. Methods of instruction should be considered in planning the program in order to schedule activities and provide necessary facilities and equipment such as appropriate space in training areas, demonstration tables, and audiovisual equipment. Space and provision for the use of equipment should be flexible in order that various methods and techniques can be used. Resource persons in the community may be invited to serve in special areas of instruction. (A list of possible resource persons is included in appendix J.)

As in all skill development programs, it is necessary to provide means for trainees to practice the demonstrated skills under conditions as close to the actual work situation as possible. The home as a work site has a wide range of characteristics and requirements which are difficult to simulate in a training center. Therefore, it is recommended that each trainee spend a specified period of time in a home or apartment for supervised work experience.

SUGGESTED COURSE OUTLINE

I. Orientation
  A. Introduction
    1. Purpose of the training program
    2. Possible job opportunities
    3. Value of training
    4. Orientation to training program
  B. Household employment
    1. Background and history of household employment
    2. Occupations related to household employment
      a. Descriptions
      b. Requirements and levels of preparation
    3. Employers of household workers
      a. Types: individuals, agencies
      b. Responsibilities of employers
    4. Household employees
      a. Responsibility to family where employed
      b. Responsibility to employer or agency
  C. Requirements for employment
    1. Personal characteristics
      a. Grooming and health habits
      b. Personal hygiene
      c. Appearance and appropriateness of uniform, shoes, etc.
      d. Physical health and nutrition
      e. Mental health
        (1) Understanding of one's self
        (2) Development of a satisfactory self-image
        (3) Ability to analyze and accept self
    2. Interpersonal relationships
      a. Ability to relate and work well with others
        (1) Communication
        (2) Cooperation
        (3) Adaptability
      b. Acceptance of dual role of employee—housewife
      c. Evidence of desirable traits and practices
        (1) Dependability
        (2) Honesty
        (3) Cheerfulness
        (4) Good manners
        (5) Professional attitude
    3. Work habits
      a. Ability to follow instructions
      b. Ability to plan and organize work

I. Orientation—Continued
  C. Requirements for employment—Continued
    4. Ethical practices
      a. Dependability and discretion in confidential matters
      b. Recognition of channels of authority
      c. Evidence of responsible attitude toward work
II. Management
  A. Introduction through personal experience
    1. Decisionmaking
    2. Effective use of resources
      a. Time
      b. Money
      c. Energy
      d. Personal skills
  B. Principles of management
    1. Consumer education
      a. Budgeting
      b. Shopping
      c. Keeping of records of expenses
    2. Handling of emergencies
      a. Use of telephone book
      b. Procedure in emergency calls—doctor, fire and police departments
  C. Evaluation of work in terms of management
III. Care of the home
  A. The cleaning closet
    1. Equipment and tools
      a. Use and care of equipment
      b. Safety in using equipment
      c. Ability to read and understand instructions for use
    2. Cleaning products
      a. Reading of labels
      b. Use of safety precautions
    3. Handling of special problems
  B. Daily routines
    1. Work simplification (organization)
    2. Cleaning of living areas
      a. Living room
      b. Dining room
      c. Recreation room
      d. Bedrooms
      e. Porch or patio
      f. Stairs and hallways
    3. Cleaning of bathroom

III. Care of the home—Continued
  B. Daily routines— Continued
    4. Cleaning of kitchen
      a. Dishes and cooking utensils
      b. The range
      c. The refrigerator
  C. Weekly routines (cleaning)
    1. Living areas
    2. Bathroom
    3. Kitchen
  D. Special tasks
    1. Care of floor coverings
    2. Care of surfaces
      a. Work surfaces
      b. Furnishings
      c. Walls
  E. Seasonal or periodic cleaning
    1. Accessories
    2. Screens, doors, and room dividers
    3. Beds
    4. Chandeliers, light fixtures, and lamps
    5. Closets
    6. Drawers
    7. Fireplace
    8. Freezers
    9. Silverware
    10. Cabinets
    11. Curtains
    12. Venetian blinds
    13. Windows and jalousies
    14. Garage
IV. Care of clothing and household fabrics
  A. Laundry
    1. Preparation of clothes for laundering
      a. Sorting
      b. Stain removal
    2. Water temperatures for various fabrics
    3. Use of cleaning agents
    4. Machine washing and drying
      a. Types of equipment
      b. Use and care of equipment
    5. Hand washing
    6. Ironing
      a. Types of equipment
      b. Use and care of equipment
      c. Ironing procedures
  B. Clothing maintenance
    1. Types of equipment
    2. Use and care of equipment
    3. Mending and minor alterations
    4. Storage
V. Meal planning, food preparation and service
  A. Meal planning
    1. Use of basic food guides for nutrition
    2. Recognition of family food preferences
  B. Marketing
    1. Preparation of a grocery order
    2. Use of buying guidelines
      a. Selection of store
      b. Selection of foods
      c. Comparison of quality and costs
    3. Care and storage of food
      a. Organization of food and storage
        (1) Types of storage
        (2) Length of time
      b. Preparation of food for storage
      c. Sanitation and food handling
  C. Meal preparation
    1. Work plan
    2. Basic information for food preparation
      a. Use of recipes and calculations
      b. Knowledge of terms commonly used
      c. Knowledge of measurements and temperatures
    3. Food preparation
  D. Types of table setting
    1. Suitable setting equipment
    2. Setting for formal and informal meals
  E. Table setting and food service
    1. Family service
    2. Buffet service
    3. Formal service
    4. Combinations of services
  F. Cleaning and other procedures relating to food preparation
    1. Cooking utensils
    2. Dishes
    3. Care of leftovers
VI. Care of children
  A. Basic understanding of and provision for children's needs
    1. Safety of child
    2. Physical needs
      a. Sleep
      b. Rest periods
      c. Clothing
      d. Toileting
      e. Play and recreation
      f. Attention to individual differences
  B. Care of infants
  C. Care of the child with special needs
    1. Mentally retarded
    2. Physically handicapped
    3. Ambulatory ill

VII. Care of the elderly
  A. Understanding of the elderly
    1. Physical disabilities
    2 Mental characteristics
  B. Provision for needs of the elderly
    1. Positive health practices
      a. Cleanliness, grooming
      b. Nutrition
    2. Appropriate daily activities
    3. Hobbies and other recreation
VIII. Care of pets
  A. Types of pets found in homes
  B. Understanding of pets
  C. Feeding of pets
  D. Sanitation and safety measures
IX. Supervised work experience
  A. Sites
    1. Home
    2. Apartment
  B. Experiences and responsibilities
    1. Care of home
    2. Care of clothing
    3. Meal planning and food preparation
    4. Care of children
    5. Care of ambulatory elderly
    6. Care of pets

X. Preemployment procedures and further orientation
  A. Application for job
    1. Letter of application
      a. Importance of writing clearly
      b. Necessity for complete and accurate information
    2. Answering of want ads
    3. Interview
  B. Knowledge of general employment policies and legal aspects
    1. Hours and wages
    2. Necessity of health certificate
    3. Social Security provisions
    4. Taxes—State and Federal
    5. Workmen's compensation and liability insurance
    6. Unemployment compensation
    7. Other deductions from wages
  C. Fringe benefits for household employees
    1. Meals
    2. Transportation
    3. Uniforms
    4. Sick leave
    5. Vacation
    6. Health insurance
    7. Retirement (pensions)

OPERATION OF THE PROGRAM

The operation of the training program requires constant and careful supervision by the administrator because it involves the coordinated efforts of not only the training staff but also resource persons in the community. This cooperation is essential in case it becomes necessary to use available facilities and services in the community to supplement those provided in the center. Resource services available through community agencies, such as child care and medical, legal, and educational services that are vital to the program, should be utilized whenever possible. The administrator, or the counselor under the direction of the administrator, should arrange for these services.

Wide and continuous publicity is essential to the operation and success of the program. The administrator must recognize that the effective use of public relation resources in the community will assist greatly in promoting the program.

Improvement of a training program is based on a systematic approach to evaluation, involving formal and informal investigation. Even though informal evaluation continuously takes place throughout the period of operation, it is necessary to develop a formal system of appraisal, designed to determine strong and weak areas of the program.

Publicizing the Program

Acceptance of the training opportunities by individuals is dependent upon the community's knowledge of the program and awareness of its importance. Good planning and organization are vital. The administrator, director of training, counselor, and members of the advisory committee should assist in publicizing the program. Those responsible for publicity should be familiar with the aims and objectives of the program, have strong convictions about its value, and be able to cope with problems that may arise in promotion and recruitment.

Publicity should be a continuous process using all available media. This will help promote the program in the community and it may establish a reserve of potential trainees. Constant publicity aids recruitment, maintains interest, and stimulates inquiries from individuals who may not be reached through the usual contacts.

In seeking trainees, the recruiter might find it helpful first to determine the number of persons available for household work in the community. This information may be obtained from the employment service and other employment agencies as well as through surveys and questionnaires. It may also be important to find out whether other training programs for household service workers are being carried on in the community. If other programs exist, information concerning the nature and length of training, number of trainees, and other pertinent data should be secured.

Supportive Services

In planning for the training program, the counselor should arrange for supportive services for the trainees. The latter may have health, family, legal, financial, or transportation difficulties which could affect their work. Many of these problems may be solved if arrangements can be made for the trainees to take advantage of services in the community such as health, family counseling, day care, and legal aid. If these services are not available in the training center, provisions should be made for the counselor to make referrals to appropriate agencies in the community when help of this nature is needed. The following list contains some of the agencies that may be available for supportive services:

Emergency Aid—Housing, Clothing, Food, and Financial Aid

- Family and child services
- Red Cross
- Child Welfare Division
- Food Stamp Program

- National Foundation–March of Dimes
- Local public assistance division
- Salvation Army
- Social Security Administration
- Travelers' Aid Society
- Housing Authority
- Housing counseling service
- Y.W.C.A. and Y.M.C.A.
- Goodwill Industries

Health Services—Physical and Mental

- Health Department
- Mental health services
- Department of Vocational Rehabilitation
- Rescue squad
- Alcoholic Rehabilitation Center
- The Optometric Center
- Alcoholic Clinic
- Cancer Clinic
- Child Development Clinic
- City Hospital or Hospital Center
- Dental Health Bureau
- Psychiatric Clinic
- Public Health Service
- Arthritis and Rheumatism Association
- Red Cross
- Dairy Council
- Heart Association

Family Services

Child Care

- Boys' Club
- Family and child services
- Salvation Army
- Y.W.C.A. and Y.M.C.A.
- Child Day Care Association
- Child Development Center
- Recreation Department
- Urban League
- Youth Center
- The Day Care and Child Development Council of America, Inc.

Counseling

- Big Brothers, Inc.
- Child Day Care Association
- Child Welfare Division of Public Welfare
- Family and child services
- Juvenile Aid Bureau
- Boys' Club
- Child Guidance Clinic
- Family Life Association
- Red Cross
- Salvation Army
- Travelers' Aid Society

Education

- Extension Service
- School Board
- Urban League
- VISTA
- Vocational Education Department
- Area vocational schools
- Vocational-technical schools
- Manpower Development and Training Act Programs
- Library
- Reading Center
- Speech and Hearing Clinic

Legal Services

- Juvenile and Domestic Relations Court
- Juvenile Court
- Lawyer Referral Services
- Legal Aid Agency
- Legal Aid Bureau
- Legal Aid Society

Recreation Services

- Girl Scouts and Boy Scouts
- Recreation and Park Association
- Recreation Department
- Salvation Army
- Social Welfare Department
- Y.W.C.A. and Y.M.C.A.

Preservice and Inservice Education

Preservice and inservice teacher education for members of the staff is a vital part of the training program. Since it may be difficult to find staff members with all the educational and experience requirements for working in the program, it will be necessary to offer opportunities for the instructional staff to acquire the knowledge and skill needed. Programs may be offered to prepare staff members to work effectively with trainees. Opportunities for teacher education may be available through the State Vocational Education Department. Also, training is offered in local Manpower Instructor Development Sites set up through the Manpower Development and Training Act. In addition to these sources of instruction, specially qualified persons may be brought in to conduct workshops, seminars, and conferences in specific skill areas.

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Evaluation

Evaluation is the continuous critical analysis of the training program to determine its effectiveness and needs for improvement. This process should begin at the start of the program and continue throughout its operation. Also, to allow for changes that may be necessary as a result of the evaluations, the program should be kept flexible.

As trainees and resident supervisors provide information, the data may serve as the basis for program analysis and evaluation by the administrative and instructional staffs and advisory committee. Evaluation should cover all phases of the program—administration, coordination, inservice training, program development, counseling, job development, recruitment, instruction, and work experience.

The program should be evaluated in terms of purpose and aims. Procedure should emphasize program development in relation to projected employment needs and job opportunities in household employment. The appraisal should include specific areas of training as well as the total program. Major emphasis should be on a study of the success of trainee placement in household jobs or in continuing training programs.

Information obtained from evaluation should be summarized and presented to staff members and the advisory committee, who should review the findings, discuss them, and offer suggestions for improvement. These findings and suggestions will be useful to staff and advisory committee members in future planning. (A sample form for evaluating the training program is shown in appendix K.)

Certificates and Rewards

Experience with pilot programs has shown that some tangible evidence of successful completion of training serves as an incentive and symbolizes to the trainees a reward for finishing an organized program. This reward can extend beyond individual satisfaction to give the occupation an image of dignity and worth to society. Diplomas, billfold identification cards, and pins or patches for uniforms are examples of symbols of accomplishment that trainees may receive at formal graduation exercises. Uniforms also serve as a symbol of having acquired certain skills in an occupation. These should be selected by the trainees for attractive appearance, easy care, and adaptability. (A sample certificate that may be used is shown in appendix L.)

Placement

It is important that the trainee be placed in a desirable job where she can use her skills and abilities to best advantage as well as receive wages commensurate to other work. Possibilities for job placement in the community should be determined before initiating a program in order to insure opportunities for graduates. Plans for placement following training not only aid the trainee in adapting to the working world but also give a feeling of security.

The worker responsible for placement should be aware of employment needs in the community, and he should acquaint prospective employers and employment agencies with the qualifications of the graduates. He should become familiar with placement records and statistics which are valuable in recruiting new trainees and also in promoting the program itself. Trainees may be placed with individual employers by the local State Employment Service or private agencies.

Followup

The counselor and the training director should make periodically a followup study of graduates. The purpose of this check is to determine, after a reasonable amount of time, the effect that training has had on the employment status of the individual. This study should also show patterns of advancement and reveal the relationship between the occupation trained for and the current occupation. This followup is another and very important means of evaluating the program.

This study should reveal the following information:

- The employment status of each graduate
- The extent to which household employment jobs met trainees' expectations
- The value of the training as proved in the actual work situation
- Current salaries of workers
- The extent to which employers were satisfied
- Activities of trainees to upgrade skills or get further training since graduation

Various techniques may be used in the followup study. Questionnaires soliciting information may be mailed to graduates and employers. Telephone or personal interviews may be conducted. Resulting information should go into records kept on all graduates, starting before completion of the course. Information should include names and addresses of trainees and relatives, types of training received, quality of performance, occupational objectives, and other data that may be used later as criteria for measuring the success of the program.

Records of this type, kept on all trainees, would facilitate followup studies of dropouts. From these it could be determined why these trainees failed to continue the program and whether they would like to re-enter. These records could also serve as another evaluative device.

Results of studies should be available to members of the staff and the advisory committee, who should review and closely examine the findings in order to make recommendations for improving the program where necessary. (A sample followup questionnaire is included in appendix M.)

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VISUAL AIDS

Are You Safe at Home? 15½ min., 16mm., sd., b&w. National Safety Council, 425 North Michigan Ave., Chicago, Ill. 60611. n.d.

Summary: Discusses fire prevention and firefighting in the home. Shows how composure and good planning can avert disaster in a fire.

Children of Change. 31 min., 16mm., sd., b&w. International Film Bureau, Inc., 332 South Michigan Ave., Chicago, Ill. 60604. 1960.

Summary: Dramatizes strain on children whose mothers work outside the home. Presents many aspects of the effects on children and the vital help of a day care center whose concern is the development of the whole child.

The Deep Well. (Two editions) 36 min., 16 mm., sd., b&w. Health and Welfare Materials Center, 10 East 44th St., New York, N.Y. 10017. 1957.

Summary: Describes help given by social agencies to parents and children in an effort to point out the need for foster care and its value in overcoming difficulties.

Design for Beauty. 10 min., 16mm., sd., color. Modern Talking Picture Service, Inc., 1212 Avenue of the Americas, New York, N.Y. 10036. n.d.

Summary: Presents a brief and intriguing history of that queen of metals—sterling. Shows the creation and execution of silver designs, the processes involved in silverware production, and the way exquisite silverware enhances various table settings.

Development Characteristics of Preadolescents. 18 min., 16mm,. sd., b&w. McGraw-Hill Book Company Text Film Department, 330 West 42nd St., New York, N.Y. 10036. 1954.

Summary: Reveals typical experiences of an 8-year-old girl and her 9-year-old brother as they demonstrate characteristic behavior patterns in their relations to parents and groups.

Electrical Safety in the Home. 14½ min., 16mm., sd., color. National Safety Council, 425 North Michigan Ave., Chicago, Ill. 60611. 1960.

Summary: Alerts viewers to common electrical hazards in their homes and depicts proper means of preventing such hazards.

Fears of Children. 29 min., 16mm., sd., b&w. International Film Bureau, Inc., 332 South Michigan Ave., Chicago, Ill. 60604. 1952.

Summary: Tells the story of a 5-year-old boy, whose overprotective mother and impatient father, through their experience with a particular situation, finally realize that it is normal for children to sometimes rebel against their parents.

Food That Builds Good Health. 11 min., 16mm., sd., color. Coronet Instructional Films, 65 E. South Water St., Chicago, Ill. 60601. n.d.

Summary: Discusses the relationship of diet to good health.

Food, the Color of Life. 22½ min., 16 mm., sd., color. National Dairy Assoc., 111 Canal St., Chicago, Ill. 60606. n.d.

Summary: Aims to motivate people toward a better diet and to emphasize individual responsibility for intelligent food selection. Depicts food as one of nature's color-coded secrets, part of the mysterious, self-replenishing cycle by which life continues to perpetuate itself. Designed for use with adults, but will be useful in schools as well, particularly at the high school level.

From Sociable Six to Noisy Nine. 21 min., 16mm., sd., color or b&w. McGraw-Hill Films, 330 West 42nd St., New York, N.Y. 10036. 1954.

Summary: Shows the developmental characteristics and comparative behavior of three siblings, 6, 8, and 9 years old; differences between the sexes and interaction of children in family situations are explored. Emphasizes importance of parental patience and understanding.

From Ten to Twelve. 26 min., 16mm., sd., color or b&w. Contemporary Films, Inc., 267 West 25th St., New York, N.Y. 10001. 1967.

Summary: Describes variations in temperament and personality, as well as physical makeup, of boys and girls; their characteristics, behavior at home and at school, problems and conflicts at this age level.

The Frustrating Fours and Fascinating Fives. 22 min., 16mm., sd., color or b&w. Contemporary Films, Inc., 267 West 25th St., New York, N.Y. 10001. n.d.

Summary: Depicts typical behavior of 4- and 5-year-olds at home and at nursery school.

The Health Fraud Racket. 28 min., 16mm., sd., color. Films, Office of the Assistant Commissioner for Education and Information, Food and Drug Administration, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20204. n.d.

Summary: Points out ways to distinguish between legitimate and fraudulent products and describes what can be done when the latter are identified. Cites government agencies cooperating in the fight against expenditure of over $1 billion a year on worthless health products and practices.

Help Prevent Fires. 12 min., 16mm., sd., color. National Safety Council, 425 North Michigan Ave., Chicago, Ill. 60611. 1962.

Summary: Illustrates home fire prevention in a film of general interest. Uses cleverly animated everyday objects as actors. Includes only a few spoken words, which are in French.

Homefires. 28 min., 16mm., sd., b&w. Mental Health Film Board, 8 East 93rd St., New York, N.Y. 10028. 1967.

Summary: Portrays the homemaker-health aide as a combination cook, babysitter, housekeeper, and social worker providing help to families in crises. Follows the homemaker on assignments where she solves problems and prevents separation of the families, including an elderly couple, a foreign-born mother of six, and a well-to-do family with one mentally ill member.

How Food Becomes You. 35mm., 56 frames, color. National Dairy Council, 111 Canal St., Chicago, Ill. 60606. n.d.

Summary: Supplements and highlights certain key information covered in the booklet, "How Your Body Uses Food." Helps children in grades 5, 6, and 7 discover what

happens to food in their bodies and why it is important to include a selected variety of food in daily meals.

How To Apply for a Job Series. Awards Records and Film Co., 1000 East Colorado Boulevard, Pasadena, Calif. 91101. n.d.

Preparing Yourself for the Interview (Part I). 15 min., color.

Summary: Discusses reactions of a prospective employer when he sees the applicant and hears him speak. Gives detailed advice on personal appearance (posture, appropriateness of clothing, grooming), development of poise and confidence, importance of facial expression, gestures, and proper use of voice.

The Interview (Part II). 15 min., color.

Summary: Takes the viewer through an interview, starting with greeting the receptionist, stresses how to be calm and attentive, how to listen and to reply, how to avoid such distractions as mannerisms. Gives down-to-earth advice on ways to be a better employee, including proper office clothing and makeup.

How to Make Cream Sauce. 35mm., 36 frames, color. National Dairy Council, 111 Canal St., Chicago, Ill. 60606. n.d. Includes copy of the *Teacher and Leader Guide* and 20 copies of *My Guide for Students.*

Summary: Gives rules for making and suggestions for using cream sauce to add attractiveness to dishes. Designed for use with high school and college foods classes and women's and girls' clubs.

Janet and the Genie. 25½ min., 16mm., sd., color. Motion Picture Services, Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250. 1967.

Summary: Illustrates meat packing, poultry-processing, apple packing, egg grading, and processing of dairy products. Reveals to the student, with the help of the Genie, the grading and inspection procedures of the USDA's Consumer and Marketing Service.

Just Plug It In. 24 min., 16mm., sd., color. National Safety Council, 425 North Michigan Ave., Chicago, Ill. 60611. 1961.

Summary: Illustrates safe practices in using electrical home appliances and equipment.

Life Insurance—What It Means and How It Works. 13 min., 16mm., sd., color. Produced by Institute of Life Insurance. Distributed by Modern Talking Picture Service, Inc., 1212 Avenue of the Americas, New York, N.Y. 10036. n.d.

Summary: Stresses the value of life insurance to the family and to the community. Combines the techniques of animation, live action, and "picture rhythm" to tell the story effectively and dramatically.

Mark of Quality. 13½ min., 16mm., sd., color. Motion Picture Services, Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250. n.d.

Summary: Explains the significance of the USDA shield that appears on meat. Takes the viewer from feed lot to packing plant to supermarket and shows how meat grading serves as a guide to wise shopping.

New Baby. 20 min., 16mm., sd., color. Audio-Visual Aids Library, The Pennsylvania State University, University Park, Pa. 1962.

Summary: Describes the proper handling and care of a newborn baby in a home with two older children. Shows the adjustment of the older children to the baby.

The Owl Who Gave a Hoot. 14 min., 16mm., sd., color. Modern Talking Picture Service, Inc., 1212 Avenue of the Americas, New York, N.Y. 10036. 1967.

Summary: Depicts, through the use of cartoon figures, the many problems faced by low-income consumers, the rights of consumers, and ways of exercising these rights. Gives basic information on how to avoid unscrupulous merchants and how to take full advantage of limited resources.

A Penny Saved. 10 min., 16mm., sd., color. Association Films, Inc., 600 Grand Ave., Ridgefield, N.J., 07657. n.d.

Summary: Dramatizes effectively the adage, "a penny saved is a penny earned," teaching a lesson in wise money management.

Proud Years. 28 min., 16mm., sd., b&w. Center for Mass Communication, 1125 Amsterdam Ave., New York, N.Y. 10025. n.d.

Summary: Gives guidance and advice on helping older people lead active, useful lives.

The Teens. 26 min., 16mm., sd., color or b&w. Contemporary Films, Inc., 267 W. 25th St., New York, N.Y. 10001 n.d.

Summary: Illustrates typical behavior of three teenagers in the everyday life of an urban family.

Terrible Twos and Trusting Threes. 22 min., 16mm., sd., color or b&w. Contemporary Films, Inc., 267 West 25th St., New York, N.Y. 10001. n.d.

Summary: Presents a study of child behavior at 2 and 3, showing what to expect from children of these ages and suggesting ways parents can deal constructively with problems.

'Til Debt Do Us Part. 15 min., 16mm., sd., b&w. Association Films, Inc., 600 Grand Ave., Ridgefield, N.J. 07657 n.d.

Summary: Using the story of a family with financial problems, points out ways to save money and borrow wisely at the same time.

Time . . . and a Place To Grow. 26 min., 16mm., sd., b&w. Produced by Institute of Life Insurance, Health Insurance Institute. Distributed by Modern Talking Picture Service, Inc., 1212 Avenue of the Americas, New York, N.Y. 10036. n.d.

Summary: Takes the viewer into the lives of three actual families who desire a good education for their children and a socially useful and financially secure life for the entire family. Shows importance of life and health insurance in attaining the latter goal.

SOURCES OF INFORMATION, MATERIALS, AND VISUAL AIDS

Pamphlets, booklets, films, or filmstrips are available from these sources:

The American Dietetic Assoc., 620 N. Michigan Ave., Chicago, Ill. 60611

American Home Economics Assoc., 1600 20th St., N.W., Washington, D.C. 20009

American Home Laundry Manufacturers' Assoc. (Materials), 20 N. Wacker Dr., Chicago, Ill. 60606

American Medical Assoc., Department of Community Health and Health Education, Division of Socio-Economic Activities, 535 N. Dearborn St., Chicago, Ill. 60610

Armour and Co., 401 Wabash Ave., Chicago, Ill. 60690

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016

Avon, Educational Services, 605 Third Ave., New York, N.Y. 10016

Bay Area Neighborhood Development, 3009 16th St., Room 25, San Francisco, Calif. 94103

Belgian Linen Assoc., 280 Madison Ave., New York, N.Y. 10016

Best Foods, Division of Corn Products Co., 717 Fifth Ave., New York, N.Y. 10022

Betty Crocker Kitchens, 9200 Wayzata Blvd., Minneapolis, Minn. 55440

Calgon Center, Home Service Dept., Post Office Box 1346, Pittsburgh, Pa. 15230

Changing Times Magazine, Kiplinger Letters (publications list), Prince Georges Building, Hyattsville, Md. 20781

Cleanliness Bureau of the Soap and Detergent Assoc., 485 Madison Ave., New York, N.Y. 10022

Coats and Clark, Inc., 230 Park Ave., New York, N.Y. 10022

CUNA International, Inc., Box 431, 1617 Sherman Ave., Madison, Wis. 53701

Dairy Council of Greater Metropolitan Washington, D.C., 1511 K St., N.W., Washington, D.C. 20005

Dupont, Textile Fibers Dept., Technical Service Section, E. I. du Pont de Nemours & Co., Inc., Wilmington, Del. 19798

Eastman Chemical Products, Inc., Educational Dept., 260 Madison Ave., New York, N.Y. 10016

Ekco Housewares Co. (materials), 9234 W. Belmont Ave., Franklin Park, Ill. 60131

Evaporated Milk Assoc., Home Economics Dept., 910 17th St., N.W., Washington, D.C. 20006

Fostoria Glass Co., Advertising Department, First St., Moundsville, W. Va. 26041

General Electric Co., Consumers Institute, Louisville, Ky. 40225

General Electric Co., Home Economics, Housewares Division, 1285 Boston Ave., Bridgeport, Conn. 06602

General Foods Kitchens, 250 North St., White Plains, N.Y. 10602

The Hoover Co., The Hoover Home Institute, Post Office Box 2199, North Canton, Ohio 44720

Household Finance Corp., Money Management Institute, Prudential Plaza, Chicago, Ill. 60601

Institute of Life Insurance, Educational Division, 277 Park Ave., New York, N.Y. 10017

International Ladies' Garment Workers' Union, Union Label Department, 275 7th Ave., New York, N.Y. 10001

The International Silver Co., Meriden, Conn. 06450

Johnson's Wax Co., Consumer Education Dept., Racine, Wis. 53403

Ketchum, MacLeod and Grove, Inc., Public Relations Dept., 4 Gateway Center, Pittsburgh, Pa. 15222

Lenox, Inc., Educational Department, Trenton, N.J. 08605

Lever Brothers Co., Homemaking Center, 390 Park Ave., New York, N.Y. 10022

Licensed Beverage Industries, Inc., 155 E. 44th St., New York, N.Y. 10017

Man-Made Fiber Producers Assoc., Inc., Educational Director, 350 Fifth Ave., New York, N.Y. 10011

Oscar Mayer & Co., Ellen Edwards, Home Economist, 910 Mayer Ave., Madison, Wis. 53701

Metropolitan Life Insurance, 1 Madison Ave., New York, N.Y. 10010

Morton Salt Co., 110 N. Wacker Dr., Chicago, Ill. 60606

National Canners Assoc., Home Economics-Consumer Services, 1133 20th St., N.W., Washington, D.C. 20036

National Dairy Council, 111 North Canal St., Chicago, Ill. 60606

National Education Assoc., Sales Section 71, 1201 16th St., N.W., Washington, D.C. 20036

National Institute of Dry Cleaning, 909 Burlington Ave., Silver Spring, Md. 20910

National Institute of Rug Cleaning, Inc., 1815 North Ft. Myer Dr., Arlington, Va. 22209.

National Livestock and Meat Board, 36 S. Wabash Ave., Chicago, Ill. 60603

National Retired Teachers Assoc., American Association of Retired Persons, 1346 Connecticut Ave., N.W., Washington, D.C. 20036

National Safety Council, Home Department, 425 North Michigan Ave., Chicago, Ill. 60611

Office of Public Affairs, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202

J. C. Penney Co., Inc., Educational and Consumer Relations Dept., 1301 Avenue of the Americas, New York, N.Y. 10019

Ann Pillsbury Kitchens, Pillsbury Co., 608 2nd Avenue S., Minneapolis, Minn. 55402

Poultry and Egg National Board, 8 S. Michigan Ave., Chicago, Ill. 60603

Procter and Gamble Co., Laundry and Home Care Products, Post Office Box 599, Cincinnati, Ohio 45201

Public Affairs Committee, Inc., 381 Park Ave. S., New York, N.Y. 10016

Salt Institute, 206 North Washington St., Alexandria, Va. 22314

Science Research Assoc., 57 West Grand Ave., Chicago, Ill. 60610

Sears, Roebuck & Co., Consumers Information Division, Chicago, Ill. 60607

Sterling Silversmiths Guild of America, 551 Fifth Ave., New York, N.Y. 10017

Sunbeam Corp., 5400 West Roosevelt Road, Chicago, Ill. 60650

Office of Information, U.S. Department of Agriculture, Washington, D.C. 20050

Office of Information, Social Security Administration, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202

Food and Drug Administration, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20204

Public Health Service, U.S. Department of Health, Education and Welfare, Washington, D.C. 20204

Office of Information, U.S. Department of Labor, Washington, D.C. 20210

Small Homes Council, Building Research Council, University of Illinois, Urbana, Ill. 61801

Whirlpool Corp., Home Service Dept., Benton Harbor, Mich. 49022

Western Iceberg Lettuce, Inc., Post Office Box 9123, San Francisco, Calif. 94129

APPENDIXES

APPENDIX A
JOB OPPORTUNITIES

SPECIAL AREAS WITHIN HOUSEHOLD EMPLOYMENT

- Household management specialist
- Laundry specialist
- Companion to the elderly
- Meal preparation specialist
- Child care specialist
- Clothing maintenance specialist
- Home-health aide
- Landscape maintenance specialist
- Valet
- Caterer

RELATED OCCUPATIONS

- Food Service
  - School lunch
  - Hospital
  - Restaurant
  - Hotel or motel
  - Catering
  - Bakery
- Food Production
- Housekeeping and Cleaning
  - Hospital
  - Contract cleaning firms
  - Hotel and motel
  - Office buildings
- Laundry and Dry Cleaning
- Child Care
  - Nursery school
  - Kindergarten
  - Hospital (children's ward or nursery)
- Care of the elderly and sick
  - Nurse's aide
  - Practical nurse
  - Home attendant

APPENDIX B
SAMPLE OCCUPATIONAL SURVEY

A community survey of the household services occupation will give information on: the needs of employers; the requirements of workers, including conditions of work, wages, hours of work, fringe benefits, transportation, and day care for their children; training needs; and many other factors which affect attitudes of both employees and employers toward this occupation.

The suggested questionnaires have been developed after experience with a similar survey in 37 communities. However, any group that decides to set up a survey will undoubtedly wish to ask other questions and phrase them in other ways according to specific local objectives and customs of the communities.

The following suggestions may be helpful in planning for the survey:

1. Both employees and employers must be assured that they are in no way identified and that their responses are confidential.
2. People participating in the survey are generally more cooperative if they realize that they are helping in raising the status of an occupation, and that this will eventually result in a larger supply of skilled workers; they will be interested in knowing that this is a national movement and that, through them, their community is participating.
3. Most employers will not require help in filling out the form. However, in many cases better results come from having the employers complete them as a group during a regular club or study group meeting. This procedure also gives an opportunity to present some of the reasons that this occupation must be reconstituted.
4. Many employees will need help in filling out the forms. Individual interviews are the best way to get employee response. Very few forms are returned if workers take them home to fill out.
5. While it is desirable that the forms be filled in completely, it is anticipated that some workers may not wish to answer all the questions. They should be encouraged to answer as many as they wish and to skip the others.

Suggested Questionnaire for Employers

1. Residence _____ (City) _____ (State)
2. Please list all of the workers you employ, giving the total hours per week they work and payment, excluding carfare; indicate whether or not they live in.

Worker category*	Hours per week	Payment by			Live in	
		Hour	Day	Week	Yes	No
		$	$	$		
		$	$	$		
		$	$	$		
		$	$	$		
		$	$	$		

3. Do you pay carfare? _____ Yes _____ No
4. Do you contract for any services with a firm or agency and pay it instead of the worker? _____ Yes _____ No

   If yes, please list the kind of service and the cost.

   _____

   _____

   _____

*This question refers to all workers in your home—household help, babysitters, yard and handymen, window washers, laundresses, cooks, and others. List all whom you employ and indicate sex.

5. Do you provide a paid vacation? If yes, indicate the number of days.
   _____No
   _____Yes _____Days
6. Do you pay for holidays?
   _____Yes _____No
7. Do you pay employee when he or she is sick?
   _____Yes _____No
8. Do you pay the employer's half of Social Security?
   _____Yes _____No
9. Do you pay both parts?
   _____Yes _____No
10. Does your worker agree to your reporting his or her wages?
    _____Yes _____No
11. Have you explained Social Security to your employee?
    _____Yes _____No
12. Do you carry comprehensive liability insurance?
    _____Yes _____No
13. If no, what provision do you have for your worker in case of accident?

_____

_____

_____

14. What kinds of specialized workers would you like to have?

_____

_____

_____

15. In what respects do you like your present employee(s)?

_____

_____

_____

16. What faults do you find with your present employee(s)?

_____

_____

_____

17. Indicate kinds of training that you think would improve the performance of household workers.

_____

_____

_____

18. Are you away from home a great deal, either in gainful employment or volunteer work?
    _____Yes _____No
19. Have you answered all the questions? Thank you for your cooperation.
    Have you any comments you would like to add in the space below?

_____

_____

_____

_____

_____

Suggested Questionnaire for Employees

1. Where do you live? _____ City _____ State
2. Are you working now?
   _____Yes _____No
3. Are you looking for a job?
   _____Yes _____No
   _____Yes _____No
4. How many days a week do you usually work? _____days
5. If you are paid by the day, how much per day? $_____
6. How many hours do you work each day? _____hours
7. If you are paid by the hour, how much per hour? $_____
8. How many hours do you work each week? _____hours
9. If you are paid by the week, how much per week? $_____
10. Do you live with the family you work for?
    _____Yes _____No
11. Do you work for more than one family?
    _____Yes _____No
12. What kinds of families do you work for?
    _____Single person
    _____Couple
    _____Family with children
    _____Several adults with no children
13. Does your employer pay your bus fare?
    _____Yes _____No
14. Do you pay Social Security tax?
    _____ Yes _____ No
15. Does your employer pay Social Security tax?
    _____ Yes _____ No _____ I don't know
16. Do you get a paid vacation from any of your employers?
    _____ Yes _____ No
17. Check the statement below which is true in your case.
    _____ When a holiday falls on one of any regular working days, I stay home and work another day that week for that family.
    _____ When a holiday falls on one of my regular working days, I stay home, and I do not work any other day that week in place of the holiday for that family. The family does *not* pay me for the holiday, so that I lose a day's pay.
    _____ When a holiday falls on one of my regular working days, I stay home. I do *not* make up the time, but I am paid anyway for that holiday.
18. When you are too sick to work, are you paid anyway?
    _____ Yes _____ No
19. Do you receive anything extra at Christmas time or other holidays? Check one.
    _____ Money
    _____ Gift (not money)
    _____ Nothing
20. Check the kinds of work you do now:
    _____ Cooking
    _____ Serving
    _____ Cleaning
    _____ Party service
    _____ Care of children
    _____
    _____ Washing and ironing
    _____ Ironing
    _____ Shopping
    _____ Other (describe)
    _____
    _____

21. Do you think that some training in any of the following would make your job easier so that you could do it better?

_____Cooking _____Washing and ironing
_____Serving _____Ironing
_____Cleaning _____Shopping
_____Party service _____Other (describe)
_____Care of children _____
_____ _____

22. If you could get free training on your days off or in the evenings, would you take it?
_____Yes _____No
23. When would be the best time for you?
_____
24. Did you work all of the time this past year?
_____Yes _____No
25. Did you quit or were you laid off your job this past year?
_____Yes _____No
26. How long was it before you got a new job? _____
27. How many times did you change jobs this past year? _____ times
28. Have you ever done anything besides household work?
_____Yes _____No
29. What are some of the things about your present work that you like?
_____
_____
_____
_____
_____
30. What are some of the things about your present work that you don't like?
_____
_____
_____
_____
_____
31. What was the last grade you finished in school?_____
32. Check your age:

_____19 or younger _____35–44
_____20–24 _____45–54
_____25–34 _____55 and over

33. Do you support any of the following persons?
_____Children _____Number
_____Mother
_____Father
_____Sister
_____Brother
_____Other _____
34. Check the statement below which is true in your case.
_____The money I make is all or almost all that our family has to spend.
_____My husband and I each make about the same amount of money.
_____I do not make as much as my husband. But we need my wages in order to make ends meet.
35. How many children under 18 do you have?_____

36. Check the form to see that you answered all of the questions.
Thank you. We appreciate your cooperation in filling out this form. If you have any comments you would like to add, use the space below.

_____

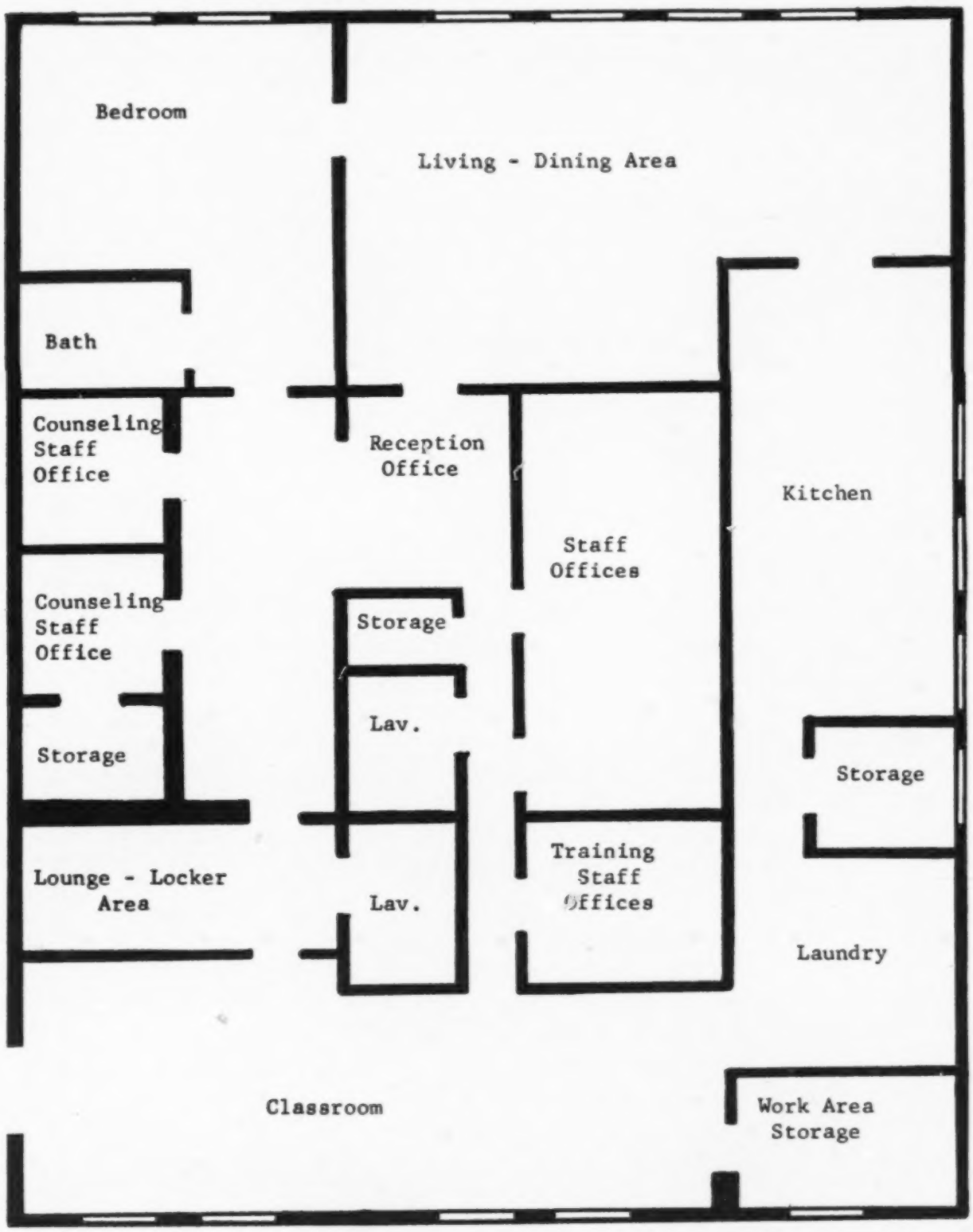
_____

_____

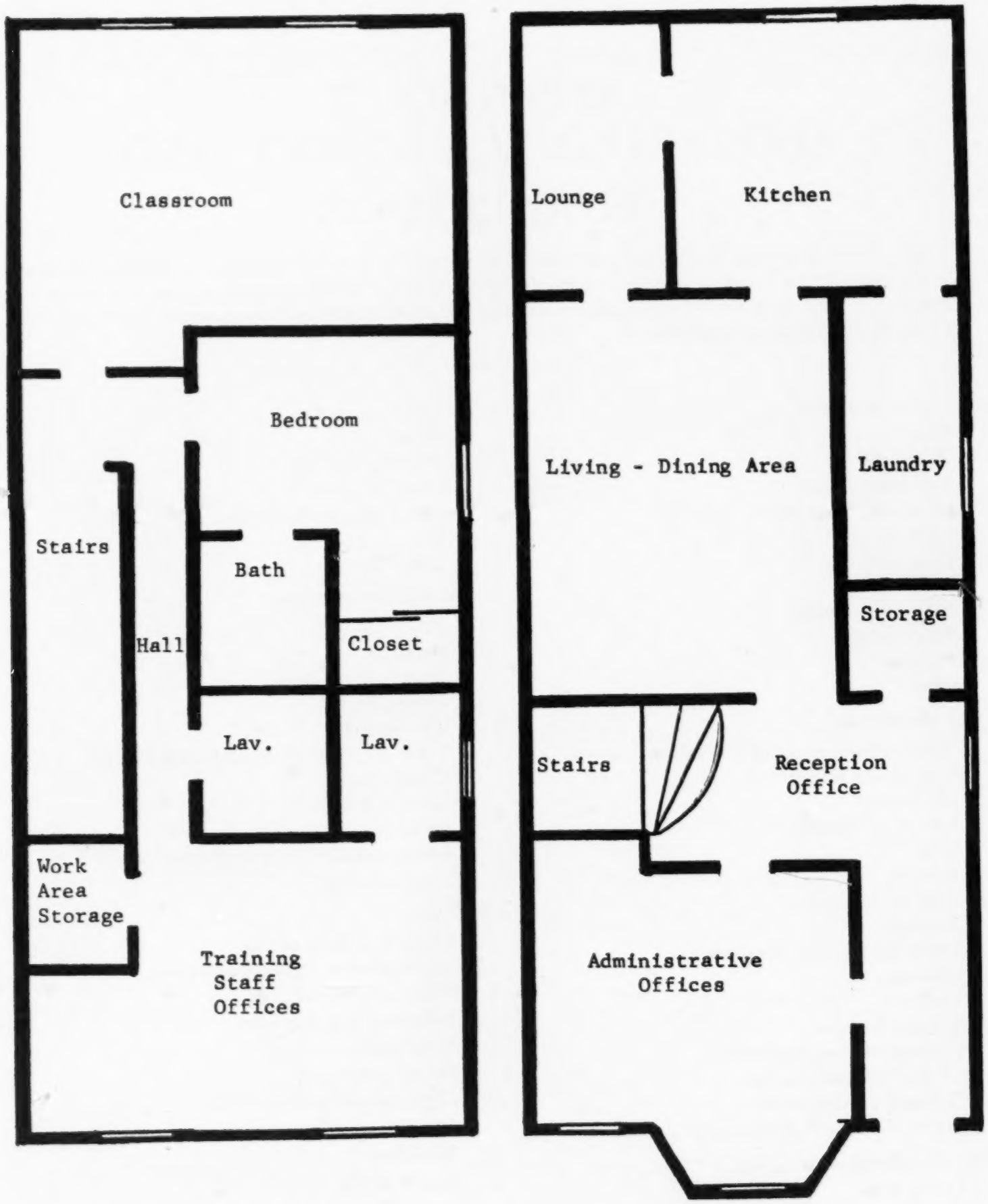
_____

_____

APPENDIX C
SUGGESTED TRAINING FACILITIES



In a Business Building or School



First Floor

Second Floor

In a Row House

APPENDIX D
SUGGESTED EQUIPMENT AND FURNISHINGS

The following is a list of equipment and furnishings needed to teach a course in household maintenance. The number of items will be determined by the size of the training facility and the number of students in the facility at one time. This list is based on the equipment lists of several experimental and demonstration training projects for household employment.

For the living area:

- Sofa
- Throw pillows
- Upholstered chair
- Chair with wood trim
- Table lamps
- Floor lamps
- Coffee table
- Lamp or end tables
- Wastebasket
- Pictures
- Clock

For the kitchen:

- Range, or wall oven and cooking top
- Refrigerator-freezer
- Dishwasher
- Food waste disposer
- Mixer
- Blender
- Toaster
- Teakettle
- Wastebasket and garbage can
- Glassware
- Dishes
- Stainless flatware
- Cooking and baking utensils
- Canister set and breadbox
- Dishwashing equipment
- Linens, dish towels, cloths, and potholders

For the dining area:

- Dining table
- Arm chair
- Side chairs
- Buffet
- Server base with hutch top
- Mirror or pictures
- China
- Stainless flatware
- Glassware
- Candlesticks, decorative items
- Rug or carpet
- Table linens

For the laundry area:

- Washer(s)
- Dryer(s)
- Irons (dry and steam)
- Ironing boards
- Wastebasket
- Table or counter space for folding clothes
- Clothes' rack
- Laundry basket
- Sprinkling bottle and plastic bags
- Sewing machine and mending equipment

For the bedroom:

- Beds
- Mattress and box springs
- Mattress cover, blankets, and sheets
- Pillows and pillow cases
- Bedspread and draperies
- Night tables
- Dresser and mirror
- Chair, upholstered
- Lamps
- Wastebasket
- Rug or carpet

For the bathroom:

- Towels and wash cloths
- Shower curtain and mat
- Bath rugs

General equipment for cleaning:

Vacuum cleaner (with attachments)
Carpet sweeper
Dust pans
Brooms
Pails
Mops
Wax applier
Brushes, sponges, and cloths
Step stool

APPENDIX E
PERSONAL DATA AND TRAINEE APPLICATION FORM

Directions: Print all information. Answer *each* question.

I. Personal Data:

Name _____ Date of application _____
Last First Middle Maiden

Address _____ Telephone No. _____
Number Street City State

Social Security No. _____ Date of birth _____

Citizenship _____ Sex: M _____ F _____

Marital status: Single _____ Married _____ Widowed _____ Separated _____
Divorced _____

No. of children _____ Ages of children _____ No. of dependents _____

Health condition: Please check one: Excellent _____ Good _____ Fair _____
Poor _____ Height _____ Weight _____ Physical handicaps:
Sight _____ Hearing _____ Limb _____ Body _____
Heart _____ Specify others _____

Name of husband, wife, or parent _____

Address _____ Telephone No. _____

Occupation _____ Business address _____

Telephone No. _____

Emergency contact: Name _____
Address _____
Telephone No. _____

II. Educational Background:

Name of school and State	Dates attended From	Dates attended To	Highest grade or level completed	Type certificate or diploma received
Elementary				
High School				
College or Univ.				
Vocational School				
Special Courses				

III. Employment Background:

Are you presently employed? Yes_____ No_____ If yes, complete the following:

Employer's name _____

Address _____ Telephone No. _____

When did you begin this job? _____

Duties _____

Hours worked per week _____ Hourly rate _____ Weekly pay _____

Do you have any other source of income? Yes_____ No_____

If yes, give the source _____

Have you worked as a household employee? Yes_____ No_____

What specific household tasks have you performed?

General cleaning _____ Food preparation _____ Child care _____ Laundry-washing _____ Ironing _____ Care of elderly _____ Party aide _____ Other_____

Other employment _____

Name of employer(s)	Address of employer	Type of work	Date From	Date To
1.				
2.				
3.				
4.				

References: List at least three persons not related to you who have known you at least 1 year

Name	Title	Address
1.		
2.		
3.		
4.		

IV. Affiliations:

Civic, Social, or Religious Activities

Do you participate in any civic, social or religious activities? Yes_____ No_____

List: _____

Date_____ (Signed)_____

APPENDIX F
FORMS RELATING TO RESIDENT SUPERVISORS

Sample Letter to Accompany Resident Supervisor's Application

Dear Mrs. _____:

I understand that you have expressed an interest in becoming a resident supervisor for (training agency). The enclosed material describes our program and outlines the goals.

The dates for the work experience phase of the training are as follows: _____ _____. Trainees will spend (No. hours) per week in homes for work experience. Resident supervisors will be expected to serve an entire training cycle of _____ weeks. Supervisors may be considered for more than one cycle.

Seminars and special meetings will be held for resident supervisors during each cycle.

Please read the enclosed material and complete and return the resident supervisor's application if you want to be considered. We look forward to working with you.

Sincerely,

_____
Training Director

Application for Resident Supervisor

Directions: Print all information. Answer *each* question.

I. Personal Data:

Name _____ Date of application _____
Last First Middle Maiden

Address _____ Telephone No. _____
Number Street City State

Citizenship _____ Sex: M _____ F _____

Marital status: Single _____ Married _____ Widowed _____ Separated _____
Divorced _____

Are you employed? Yes _____ No _____ Profession _____

Business address: _____ Telephone No. _____

Emergency contact: Name _____
Address _____ Telephone No. _____

Household members: Total household members _____ No. of children _____ Ages _____
F _____ M _____ Parents: Yes _____ No _____ How many? _____

Relatives: Yes _____ No _____ How many? _____ Others _____

Household pets: (List number of each)
Dogs _____ Cats _____ Birds _____ Others _____

II. Employment Background:

Have you employed household employees? Yes _____ No _____ Regularly _____ Part-time _____ For how long? _____ Weekly _____ Daily _____ Occasionally _____ Salary paid: Weekly _____ Daily _____ Was transportation provided? Yes _____ No _____ Explain _____

Fringe benefits:

Paid sick leave Yes_____ No_____ Number of days_____
Paid holidays Yes_____ No_____ Number of days_____
Paid vacation Yes_____ No_____ Number of days_____
Health insurance Yes_____ No_____ Amount _____
Social Security Yes_____ No_____ Portion paid_____

Will other household employees be present during trainee's work experience? Yes_____ No_____
If yes, how many? _____ Describe their duties: _____

III. Work Experience Facility:

Home _____ Apartment _____ No. of stories _____ No. of rooms _____
No. of bathrooms _____ Recreation room _____ Carpeting _____ Hardwood floors _____ Electric floor cleaner _____ Dishwasher _____ Garbage disposal _____
Refrigerator _____ Freezer _____ Others _____

Tasks to be performed:

Housekeeping: General cleaning _____ Heavy _____ Light _____ Laundry_____
Washing _____ Ironing _____ Food preparation _____ Meal planning _____
Breakfast _____ Lunch _____ Dinner _____ Shopping _____ Other ____
Child care: Number of children _____ Ages _____ Duties _____
Care of elderly: Number of persons _____ Duties _____
Care of pets: Number _____ Duties _____

Time requested:

Daily _____ Bi-weekly _____ Weekly _____
(circle) M Tu W Th F Sat Sun
Hours: From _____ to _____

Transportation: Please describe below the type of transportation and route that is accessible to your home from the training center. _____

Trainee-Resident Supervisor's Conferences

The resident supervisor will be expected to plan time on Tuesday mornings for a conference with the trainee to outline work assignments and receive instructions concerning specific duties based on the agreement on work performance made with the training director. Wednesday afternoon should be set aside for a conference to evaluate work experience performance. The resident supervisor will be expected to be at home during the work experiments.

Meetings: A resident supervisor's meeting will be held four times during the training cycle. Circle the preferred day and time.

Day M Tu W Th F Sat Sun
Time 10 a.m.–12 a.m. 1 p.m.–3 p.m.

Liability Coverage: The trainee will be covered by liability insurance while in training.

I hereby apply for the position of resident supervisor with _____
(Name of program)

Date _____ Signature _____
(Applicant)

To Be Completed by Agency

Accepted _____ Rejected _____ Comments _____

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Sample Agreement Form for Work Experience

(Between training agency and resident supervisor)

Date_____19____

This agreement indicates approval of (name of resident supervisor) to provide work experience for (name of trainee) under the terms specified by the training director of (name of agency) Course for Household Employees. I, (name of resident supervisor), will be responsible for:

providing_____weeks of work experience for a minimum of_____hours in my home for the above mentioned trainee;

providing realistic work situations in the home and an opportunity to participate in job experiences as outlined by the training director.

This work period will be under my supervision with the assistance of the staff supervisor.

APPENDIX G
FORMS RELATING TO TRAINEE WORK EXPERIENCE

Sample Letter to Resident Supervisor Introducing Trainee

Dear Mrs._____:

This is to introduce_____, a trainee in household employment skills at our training center.

As agreed, Mrs. (or Miss)_____will be assigned to your home for work experience for _____weeks,_____days per week from_____to_____. Mrs. (or Miss)_____ _____is expecting upon her arrival to review with you the assignment for the week. She will be expected to perform the duties listed on the attached assignment sheet at some time during the work experience period. A representative from our staff will be visiting you periodically to answer your questions and assist in planning and supervising the work experience. In the meantime, if you have any questions, please contact me at any time at (Telephone Number).

We appreciate your willingness to take part in this important program.

Sincerely,

_____

Training Director

Daily Work Assignment Sheet

Trainee _____ Resident Supervisor _____

Date _____ Staff Supervisor _____

Tasks to be performed:

Housekeeping _____

Food preparation _____

Child care _____

Care of elderly _____

Care of pets _____

Other duties _____

Work Experience Time Sheet

Trainee _____ Date _____

Resident Supervisor _____ Staff Supervisor _____

Day	Date	Time of arrival AM or PM	Time of departure AM or PM	Total hours per day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
Other				

Total Hours Spent in Work Experience _____

Staff Supervisor's Work Experience Attendance Form

Name	Number of days scheduled	Number of hours in home							Total days	Reason for absence other comments
		Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.		

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APPENDIX H
WORK EXPERIENCE EVALUATION FORMS

Resident Supervisor's Evaluation of Work Experience

Trainee's Name _____ Date _____
Resident Supervisor _____ Staff Supervisor _____
Evaluate the trainee with a ✓ according to the following key:

U—Unsatisfactory V.S.—Very Satisfactory
S—Satisfactory E—Excellent

Item	U	S	V.S.	E	Comments
Personal Appearance:					
Neatness					
Cleanliness					
Attitude and Ability To Get Along With Others:					
Ability to accept criticism					
Ability to work with others					
Ability to see a job through					
Confidence in self					
Ethical practices					
Cooperativeness					
Creative ability					
Dependability					
Disposition					
Enthusiasm					
Leadership ability					
Perseverance					
Tolerance					
Courtesy					
Behavior on the job					
Promptness					
Attendance					
Flexibility					
Employer-employee relations					
Communication Skills:					
Ability to follow instructions					
Ability to answer and use telephone					
Ability to answer door					
Ability to relate to others					

Item	U	S	V.S.	E	Comments
Communication Skills:—Continued					
Ability to read directions					
Comprehension					
Ability to make decisions					
Practical Skills:					
Housekeeping:					
Vacuuming					
Dusting					
Refrigerator care					
Floor care					
Furniture care					
Range care					
Daily routines					
Weekly routines					
Seasonal cleaning					
Use of equipment					
Special tasks					
Laundry:					
Preparation for laundry					
Use of equipment					
Washing					
Ironing					
Storing clothes					
Clothing maintenance:					
Sewing					
Darning					
Renovating					
Repairing					
Meal planning					
Food preparation					
Food service					
Marketing					
Care and storage of food					
Table setting					
Cleaning procedures related to food preparation					
Child care:					
Understanding needs					
Following directions					
Play and other activities					
Care of special needs					
Care of elderly:					
Understanding needs					
Daily activities					
Care of special needs					
Care of pets					
Management:					
Time					
Energy					
Money					

Staff Supervisor's Evaluation of Work Experience

Trainee _____

Resident Supervisor _____

Starting Date_____Ending Date_____

Graduation Date _____

Attendance: No. of Days Present _____ Absent _____ Tardy_____

Work Experience Assignment:

Day(s) M_____ Tu _____ W_____ Th _____ F _____ Sat _____

Sun _____

Hours: From _____ to _____

Levels of Proficiency:

1—Poor 3—Good

2—Fair 4—Excellent

Item	1	2	3	4	Comments
Personal Appearance					
Attitude and Ability To Get Along With Others					
Communication Skills					
Practical Skills:					
Housekeeping:					
Vacuuming					
Dusting					
Refrigerator care					
Range care					
Floor care					
Furniture care					
Daily routines					
Weekly routines					
Seasonal cleaning					
Use of equipment					
Laundry:					
Preparation for laundry					
Use of equipment					
Washing					
Ironing					
Storing					
Clothing maintenance:					
Sewing					
Darning					
Renovating					
Repairing					
Meal planning					
Food preparation					
Food service					
Marketing					
Care and storage of food					
Table setting					
Cleaning procedures related to food preparation					

Item	1	2	3	4	Comments
Practical Skill:--Continued					
Child care:					
Understanding needs					
Following directions					
Play and other activities					
Care of elderly:					
Daily activities					
Understanding needs					
Care of pets					
Management:					
Time					
Energy					
Money					

Resident Supervisor's Evaluation (General)_____

_____

_____

Relating to: Job orientation_____Meal planning and preparation_____ Management_____ Housekeeping_____Child care_____Care of pets_____ Laundry_____ Care of elderly_____

APPENDIX I
EMPLOYMENT RECORD

Trainee	Type of work experience	Length of employment	Total earnings	Present employment

APPENDIX J
SUGGESTED RESOURCE PERSONS

Representatives of the following may serve as resource persons in their special areas.

Adult education instructors
American Red Cross
Charm school personnel
Department of Public Health
Extension Service (home economists)
Family Service agencies
Humane Society or veterinarians
Income tax consultants
Insurance companies
Local office of State employment services
Prospective employers
Psychologists
Retired household workers
Social Security Administration
Sociologists
Telephone company
Unions
Utility company (home economists)

APPENDIX K
TRAINING PROGRAM EVALUATION FORM

Evaluate program with a check mark in rating column according to the following levels of proficiency:
1—Poor, 2—Fair, 3—Good, 4—Excellent

Name of Program _____ Location _____
Name of Evaluator _____ Date _____
Total No. of Persons Enrolled in Training _____ Total No. Completed Training _____

Phases of program to be evaluated	Criteria on which judgment is based	Ratings				Comments
		1	2	3	4	
I. Contribution to the needs of community A. Unemployment	Following training, percent of trainees: Employed _____ Unemployed _____ Remained in training _____ Enrolled in advanced training courses _____ Enrolled in Jr. college _____					
B. Improvement of economic status	Number of hours trainees worked _____ Amount earned: Range _____ Average _____					
C. Improvement of attitude toward world of work	Interview: Trainees _____ Worker _____ Employer _____ Staff (counselor, training director, instructor) _____					
D. Contribution to the total program of sponsoring agency						
II. Meeting needs A. Trainees	No. enrolled _____ No. dropouts _____ No. completed training _____ Interview: Trainees _____ Employers _____ Staff (training director) _____					

Phases of program to be evaluated	Criteria on which judgment is based	Ratings				Comments
		1	2	3	4	
II. Meeting needs—Continued						
B. Employers	No. of jobs available _____					
	Interview:					
	Employers _____					
	Staff (training director) _____					
III. Cooperation and support	Reimbursement					
A. State Department of Vocational and Technical Education	Supervision					
	Other assistance					
B. Local school system or other agencies	Interest, enthusiasm, promotion					
List	Facilities					
	Equipment					
	Operational funds					
	Staff					
C. Community						
1. Agencies and business establishments, future employers	Representation on advisory committee					
	Providing work experience					
	Employment of trainees following work experience					
	Contacts made					
2. Other key representatives	Interest, support, cooperation					
	Contacts made					
IV. Program operation and development	Program objectives					
A. Administration	No. persons on staff _____					
	Ratio of instructors to trainees _____					
1. Staff	Interview staff members					
	Staff development: Inservice training, conferences, seminars, observation					
	Staff relations					
2. Facilities	Amount of space, size, location, condition					
3. Equipment	Adequate amount, type, up-to-date					
4. Job development	Number of jobs available, wages					
	Types of jobs available					
	Recruitment methods					

Phases of program to be evaluated	Criteria on which judgment is based	Ratings				Comments
		1	2	3	4	
IV. Program operation and development—Continued						
B. Training	Objectives					
	Scheduling of class-time					
	Instructor load					
	Instruction					
	Supervision					
	Curriculum					
	Methods and techniques					
	Materials and teaching aids					
	Use of resources					
	Evaluation					
	Work experience					
	Facilities					
	Resident supervision					
	Time scheduling					
C. Counseling and guidance	Ratio of counselors to trainees_____					
	Methods and techniques					
	Supportive services available					
	Assistance given					
1. Placement	Methods used					
	Types of jobs					
	No. of trainees placed:					
	Permanent_____					
	Temporary_____					
	Part-time_____					
2. Followup	Methods and techniques used					
	Records on file					
D. Evaluation	Methods and techniques used					

APPENDIX L
SAMPLE OF CERTIFICATE

Name of Training Program
ADDRESS

Certificate

This is to certify that (NAME OF GRADUATE)
has satisfactorily completed the course in

_____

In testimony whereof we have affixed our signatures this_____day of_____19___

_____ Training Director

_____ Administrator

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APPENDIX M
FOLLOWUP QUESTIONNAIRE

Name _____ Date _____
Address _____ Telephone No. _____
Employer _____ Address of Employer _____
Date completed training _____
Present employment status: Full-time _____ Part-time _____ Unemployed _____
How did you obtain your present job?
Application _____ Examination _____
Interview _____ Other methods _____
Employment agency _____
Number of weeks on present job _____
Salary _____ Hourly _____ Weekly _____ Biweekly _____ Monthly _____ Daily _____
Prior job(s) _____ Date(s) terminated _____
_____ Reason(s) _____
_____
_____
_____
What do you like best about your job? _____
_____
What do you like least about your job? _____
_____
Do you feel that your training helped you in securing and holding your job?
_____Yes _____No
Explain _____
_____
What problems have you had on your job that training did not help you solve? _____
_____
What problems have you had on your job that training did help you solve? _____
_____
What suggestions would you make for improving the training program to meet the requirements of the job? _____
_____
What additional training do you need to help you in your job? _____
_____
Financial status since employment:
_____Improved _____No change
_____Worsened _____Unknown
Have you had any advanced training since completing this training course? _____Yes _____No
Explain _____
_____
Would you be interested in enrolling in an advanced or specialized training course? _____Yes
_____No
Explain _____
_____

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